

### What do you say to passively disengage students?

As educators the words you use with your students can make all the difference. See page 3.

### Title VII: Part II Information for Indian Education

Formula grant electronic application for Indian Education is opened April 5. See page 4.



April 2010

Nebraska Department  
of Education

Office of Multicultural/Native  
American Education

[www.education.ne.gov/nativeamer](http://www.education.ne.gov/nativeamer)

## Who's Going to Fill Their Shoes?

Carol Rempp

This past week Indian Country received the sad news of the passing of Wilma Mankiller of the Cherokee Nation. It seems that it was just yesterday we learned of Bill Demmert's passing. When I read the news this morning I recalled a conversation I had in February regarding our Indian Education leaders and the old country western song "Who's Going to fill their Shoes?" came to mind.

For all of us working for equity in education for all diverse, oppressed and marginalized populations and especially for those of us working in Indian Education we are at a crossroads that presents a challenge. As our elders and leaders pass while issues of social justice, loss of language and culture, and a need for integration of our traditional ways (real traditional ways not those overcome with generational poverty and corruption) who's going to fill their shoes? Who among our tribal populations will step to the plate? Who will take up the call to action and follow through with the hard work and

dedication it will take to demand that our school systems serve the needs of the students AND that our communities support the school systems by working as a



united group to overthrow the power of the drugs, alcohol and other ills of society that have gripped our people for far too long? Who will be brave enough to follow our leaders of the

past such as Sitting Bull who said that education is our future? Without the education that is steeped in traditional tribal ways as well as those of the dominate society our children will not be equipped to preserve our language and culture nor will they be equipped to work with the governmental decision makers locally, regionally or nationally to insist on laws and policies that support preservation of our language and culture.

Although Wilma and Bill

were nationally known leaders across Indian Country there are also many local elders who served as community leaders who are passing. With each passing a bit of our tribal history leaves us. If we do not work now to do all that we can to preserve our tribal cultures soon we are going to lose everything—language, ceremonies, songs, traditions. It is good to recall the works of the elders but I would suggest that the best way that we can honor them is to continue their work in order that their efforts are truly respected and that their hard work was not in vain.

Who's going to fill their shoes? Maybe it's you and your time is now.

“ *"We have taken so much from your culture, I wish you had taken something from ours..."*

*For there were some beautiful and good things within it.*

*Perhaps now that the time has come, We are fearful that what you take will be lost....*

*I shall grab the instruments of the white man's success:*

*His education, his skills, and society.*

*If you talk to the animals they will talk with you and you will know each other.*

*If you do not talk to them you will not know them, and what you do not know you will fear.*

*What one fears one destroys."*

*--Chief Dan George (1899-1981)*

### Conferences, workshops and educational opportunities

This newsletter is full of educational opportunities and cultural events. Begin your venture on page 6.

### Quinton Roman Nose coming to Omaha May 12

An educational leader in Indian Education wants to speak with YOU. RSVP required. Refer to page 4.



### Native American Advisory Councils

Eastern Nebraska

April 27, 4-6:30 p.m.

Wayne State College Student Center

Western Nebraska

April 28 4:30-6:30 p.m.

Chadron State College Kline Center



**I don't think anybody anywhere can talk about the future of their people or of an organization without talking about education. Whoever controls the education of our children, controls the future.**  
*Wilma Mankiller*

## Reachable Moments

### What's at the Heart of the matter ...

Reachable moments are what Monty Roberts calls the join-up or Max Lucado calls an eternal instant. It is the point in time when they (kids) give us access to the alley of their souls, the root of their pain. We used to think these moments were about the therapist's smooth delivery of skill or technique. Rather, it is a function of connecting with a young person in a manner that fosters trust. By connecting, we mean regarding kids and their pain and having the tenacity to

dig beneath the behavior that functions like a costume, a protective covering from further pain-based experiences. We don't seek to strip away the costume but to work in a manner that promotes the child trusting us and thus decides to peek-a-boo at us from behind the safety of the costume. The gift is the momentary exposing of the "inside" to the naked eye of the teacher or counselor. We now realize it is simply the product of rapport and a GIFT from the child; a gift, we must say that we have

often stepped right over while looking for gushy displays or angry retreats. All of Raphi's or Jocelyn's clues were subtle, slight shifts in the sand, only recognized by the adult who is attuned to the frequency of the child she or he is listening too.

J. C. Chambers  
Excerpt from the article  
"Reachable Moments." Entire  
article at [Reclaiming Youth International](http://www.reclaiming.com/content/node/114) or  
[www.reclaiming.com/content/node/114](http://www.reclaiming.com/content/node/114)

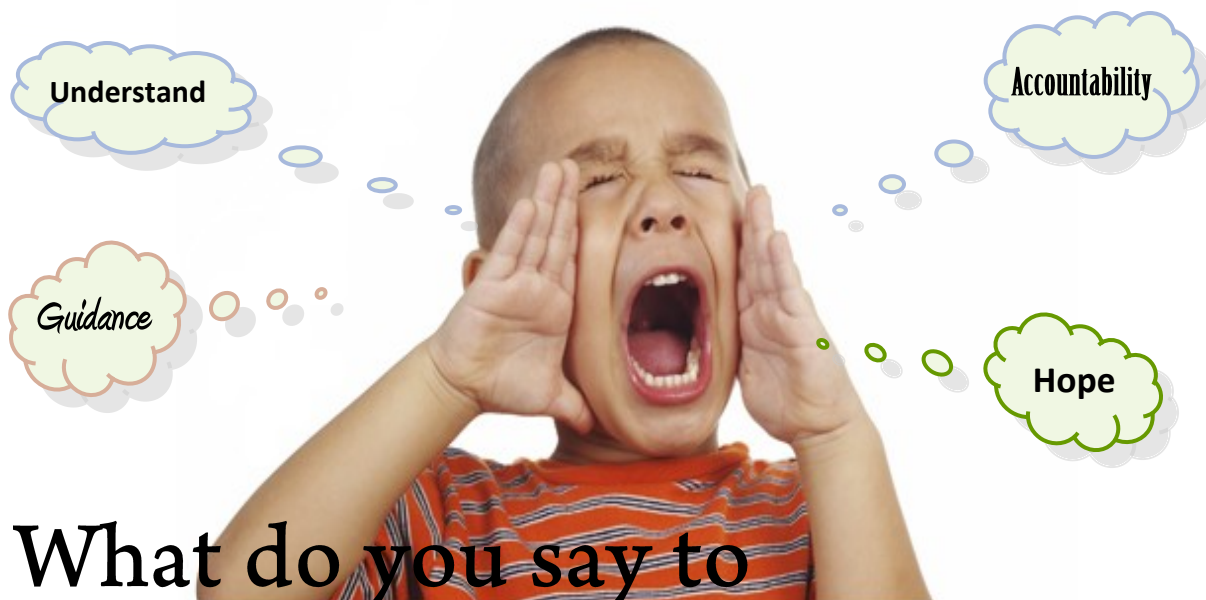
A new report from MDRC draws on the experiences of African-American, Hispanic, and Native American men enrolled in developmental math courses in community colleges, examining what affects their success in these institutions. The 87 men in the study participated in the Lumina Foundation's Achieving the Dream initiative, a national effort to improve student outcomes and reduce achievement gaps at community colleges. The fieldwork explored how students' experiences in their high schools and communities, as well as their identities as men of color, influenced decisions to go to college and engage in school. The study found no common upbringing among participants, but many shared common motivations, often to increase earning power and act as role

models for their children. These men had encountered low expectations and negative stereotypes based on their race, ethnicity, and gender in their high schools and communities. Though most initially found their community college more welcoming, they reported negative encounters over time with some faculty and staff, though they explicitly rejected these. Norms related to their identity as men -- characterized principally by self-reliance -- exerted a powerful influence on their ability to engage. Whether prioritizing paid work over school, avoiding making friends on campus, or failing to seek out academic or financial help, these men frequently acted in ways that reinforced their masculine identities but hindered their chances of academic success.

See the report: <http://www.mdrc.org/publications/547/overview.html>

## Community colleges: factors of success and failure for men of color





# What do you say to passively disengaged students?

When a student is passively disengaged from the lesson, do you take it personally? Do you feel disrespected by this type of passive behavior? Do you see it as an opportunity to talk with the student and consider his/her perspective? What about the perspective of the other students in the classroom? The Best Practice Language examples that follow can help you get to the root of the problem with disengaged students in your classroom.



*As educators, the words you use with your students can make all the difference. Your words can be professional and inspirational or disrespectful and cause embarrassment. Either way, words matter. Read below for examples of the best words to use with disengaged students.*

- "It's not fair to the other students—or to you—if we simply let you get away with breaking the rules and what we've agreed to." - Words of Accountability
- "It looks like you have a problem concentrating today. What do you think would help you focus on your

work?" - Words of Accountability

- "I know you might be afraid to speak out in class, but I promise that I want to hear what you have to say, what you believe, and the questions you have." - Words of Encouragement
- "I am sorry—I didn't realize you had a problem. Sometimes it may take me a while to understand what you are saying or what you need." - Words of Grace
- "When you get stressed with everything that's going on—school, work, relationships, etc.—remember it's much better for you to open up and share your feelings than to keep it all inside." - Words of Guidance
- "It looks like you have a problem. How can I help you solve it?" - Words of Guidance
- "I want to help you in any way possible—I can share from my

experiences with a similar problem or connect you with others who can offer you help." - Words of Guidance

- "You look troubled. Let's talk about what's troubling you today and we can decide how to work through this problem together so it won't trouble you tomorrow." - Words of Hope
- "I'm concerned about the way you've been acting. . . . Is everything ok?" - Words of Love
- "You don't seem like yourself today. I have noticed that you are acting like you might need my help. Let's talk after class." - Words of Love
- "I understand if you don't feel like talking about it right now—just know that I'm available to listen when you feel like it." - Words of Understanding

To read additional chapters from the book, *What do you say when...?* By Hal Holloman and Peggy H. Yates, visit the Eye on [Education Blog site](#)



The whole purpose of education is to turn mirrors into windows.

Sydney J. Harris

## Title VII Part II Information

**Part II of the Formula Grant Electronic Application System for Indian Education (EASIE) will open on Monday, April 5, 2010 and close on Wednesday, May 5, 2010 at 5:00 p.m. EDT.**

The EDFacts Partner Support Center (PSC) will offer Webinar training during the EASIE Part II open period. These sessions will include an overview of how to complete your application for Part II and a demonstration of the EASIE system. You must register for a session before attending. The Webinars will be held on:

- **Thursday, April 22, 2010**, from 11:00 a.m. – 12:30 p.m. EDT (beginning at 10:00 a.m. CDT, 9:00 a.m. MDT and 8:00 a.m. PDT). To register for this session click here: <https://www1.gotomeeting.com/register/772216536>

- **Monday, April 26, 2010**, from 2:30 – 4:00 p.m. EDT (beginning at 1:30 p.m. CDT, 12:30 p.m. MDT and 11:30 a.m. PDT). To register for this session click here: <https://www1.gotomeeting.com/register/531646057>  
After registering you will receive a confirmation email containing the phone number and website link for joining the Webinar.

Please note that your EASIE log in information has not changed. If you have difficulties logging in when EASIE Part II opens please contact PSC. PSC is open Monday through Friday from 8:00 a.m. to 6:00 p.m. EDT, excluding Federal Holidays.

### **If you have questions contact:**

EDFacts Partner Support Center  
Voice: (877) 457-3336 (877-HLP-EDEN)  
Fax: (888) 329-3336 (888-FAX-EDEN)  
TTY/TDD: (888) 403-3336 (888-403-EDEN)  
E-mail: [eden.oie@ed.gov](mailto:eden.oie@ed.gov)



## Quinton Roman Nose coming to Omaha May 12

*Mr. Roman Nose is the former president of Tribal Education Departments National Assembly (TEDNA) and current National Indian Education Association (NIEA) Board member.*

This is an excellent opportunity for Title VII directors, Tribal Education directors and others interested in Indian Education.

Quinton will share and collect information:

1. How TEDNA can assist Tribal Education Departments?
2. The role of Tribal Education Departments in the reauthorization of federal legislation regarding K-12 (ESEA)
3. How TED's and K-12 Title VII programs can work together
4. Collaboration between TEDNA and NIEA
5. Your input about effectiveness of TEDNA in Nebraska and what you would like to see occur

Mark your calendars for May 12 from 1:00-3:00 p.m. at the TAC Building of Omaha Public Schools, 3215 Cuming Street, Omaha, Nebraska. **RSVP is necessary by May 5 to [carol.rempp@nebraska.gov](mailto:carol.rempp@nebraska.gov).**

Special acknowledgement to Omaha Public Schools Indian Education Program for sponsoring this event.



## Educator Awards

### NCTE: Early Career Teacher of Color Award of Distinction

The National Council of Teachers of English Early Career Teacher of Color Award of Distinction gives early career teachers of color a national forum for professional collaboration and development by attending the NCTE convention (year one) and by presenting an NCTE convention session (year two). The general purpose is to support teachers of color as they build accomplished teaching careers as active NCTE members. Maximum award: programmatic -- two years of support from a mentor who can help the scholarship recipient plan his or her convention experience and to use NCTE resources to enhance professional growth; the opportunity to present or co-present at the NCTE convention (year two); an opportunity to collaborate with NCTE leaders; a plaque to recognize the recipient's participation. Financial -- round-trip airfare, complimentary registration at the NCTE convention, two nights lodging expense, and a \$50 per diem for three days at two consecutive NCTE conventions. Eligibility: practicing pre-K to university-level literacy educators of color in the first five years of a paid teaching career who aspire to build a career in literacy education. Deadline: May 1, 2010.

[www.ncte.org/awards/distinction](http://www.ncte.org/awards/distinction)

## Educator Grant Opportunity

### American Honda Foundation: Grants for Youth Science Education

The American Honda Foundation makes grants to K-12 schools, colleges, universities, trade schools, and other youth-focused nonprofit organizations for programs that benefit youth and scientific education. Maximum award: \$60,000. Eligibility: schools and youth-focused nonprofit organizations

[corporate.honda.com/americanphilanthropy.aspx?id=ahf](http://corporate.honda.com/americanphilanthropy.aspx?id=ahf)

### Dollar General Literacy Foundation: Back-to-School Grants

Dollar General Literacy Foundation Back-to-School Grants assist schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials, or software for their school library or literacy program. Maximum award: \$5,000. Eligibility: public and private schools within Dollar General's 35-state market area; public school libraries recovering from major disasters. Deadline: May 21, 2010.

[www.dgliteracy.com/grant-program/back-to-school](http://www.dgliteracy.com/grant-program/back-to-school)

## Student Grant Opportunity

### Discovery Education 3M: Young Scientist Challenge

With the Discovery Education 3M Young Scientist Challenge, students have the opportunity to create an engaging one- to two-minute science video that communicates one of the following scientific concepts: preventing the spread of germs/disease; food safety; sun protection; or wind-resistant structures. Maximum award: \$50,000 in U.S. Savings Bonds; a trip to 3M's World Headquarters in St. Paul, MN; contest trophy; and the title of "America's Top Young Scientist." Eligibility: all legal U.S. residents who are students enrolled in 5th through 8th grade at a public, private, parochial, or home school located in one of the 50 states or the District of Columbia. Deadline: May 27, 2010. [www.youngscientistchallenge.com/10challenge/student\\_rules.html](http://www.youngscientistchallenge.com/10challenge/student_rules.html)

## OJJDP Announces Tribal-Related Funding Opportunities

The [Office of Juvenile Justice and Delinquency Prevention](http://www.ojjdp.gov) (OJJDP) has announced the following funding opportunities related to tribal juvenile justice:

- [Child Protection Programs in Tribal Communities](#)
- [Tribal Youth Field Initiated Research and Evaluation Programs](#)
- [Tribal Youth National Mentoring Program](#)
- [Tribal Youth Program Training and Technical Assistance Program](#)



[www.livehealthynebraskakids.org/](http://www.livehealthynebraskakids.org/)

**Grants available NOW**

*Sign your school and get healthy*

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The world cares very little what you or I know, but it does care a great deal about what you and I do.  
*Booker T. Washington*

## 2010 Summer Seminars Reclaiming Youth Rapid City, South Dakota

[www.reclaiming.com](http://www.reclaiming.com)

Circle of Courage: June 26

Reclaiming Youth Conference: June 26-29

Response Ability Pathways: June 30-July 2

Developmental Audit: June 30-July 2

Life Space Crisis Intervention: June 21-25

The Person Brain Model: June 24-25



Northern Arizona University's College of Education is pleased to announce an American Indian Education Conference to allow community, preschool, K-12, college, and university indigenous educators and activists through panels, workshops, and papers to share ideas for improving American

Indian education with a focus on the type of preparation Indian Nations want for teachers in their schools.

For more information contact

Jon Reyhner at 928 523 0580 or [Jon.Reyhner@nau.edu](mailto:Jon.Reyhner@nau.edu)

or Louise Lockard at 928 523 8218 or

[Louise.Lockard@nau.edu](mailto:Louise.Lockard@nau.edu)

**2nd Annual American Indian  
Teacher Education Conference  
Northern Arizona University  
Flagstaff, Arizona, June 11-12, 2010**



**SchoolsMovingUp  
WestEd**

## Infusing Culturally Responsive Instruction into Daily Teaching

**Wednesday, May 5**

**1:00 p.m. - 2:30 p.m. Pacific Time (4:00  
p.m. - 5:30 p.m. Eastern Time)**

NOTE: Please be aware that this webinar takes place at a different time than usual.

Sharroky Hollie, Assistant Professor at California State University, Dominguez Hills, and Executive Director of the Center for Culturally Responsive Teaching and Learning, will discuss instructional modifications that are culturally and linguistically responsive to all students' learning needs and that can make differences with students who are being underserved.

To sign up for this webinar, please visit  
[www.schoolsmovingup.net/webinars/clr](http://www.schoolsmovingup.net/webinars/clr)



**U.S. DEPARTMENT OF EDUCATION  
TRIBAL LEADERS CONSULTATIONS**

The U.S. Department of Education will be hosting four regional Tribal Leaders Consultation meetings. Senior officials from the Department will be seeking feedback from Tribal officials on reauthorization of the Elementary and Secondary Education Act, and the development of the Department's Consultation Policy. We look forward to a meaningful dialogue with you.

The Tribal Leaders Consultation 9:00 a.m. to 3:00 p.m.

**Wednesday, April 28, 2010**

Pine Ridge High School - Gymnasium

101 Thorpe Circle

Pine Ridge, SD 57770

[Register for South Dakota](#)



<http://www.niea.org/events/overview.php>

Visit the website to download the information packet

Chief Standing Bear  
**“Equality Before the Law”**  
Celebrations

**“Waaxe’s Law” Play**  
Thursday, May 13 7:30 p.m.-9:00 p.m.  
Lied Center-Johnny Carson Theatre  
12th & R Street, Lincoln NE

**6th Annual Commemoration**  
Friday, May 14 11:45 a.m.-1:00 p.m.  
Nebraska State Capitol, 2nd Floor, Capitol Rotunda  
Children’s Drum Group, Recognition Awards and more

**5th Annual Breakfast**  
Friday, May 21  
Keynote Speaker: Winona LaDuke  
7:30 a.m.-8:30 a.m. (Doors open at 7:00 a.m.)  
Cornhusker Hotel Ballroom, Lincoln NE

Information and purchase of breakfast tickets by contacting  
the Nebraska Commission on Indian Affairs  
402-471-3475 or [scott.w.shafer@nebraska.gov](mailto:scott.w.shafer@nebraska.gov)



Golden Dragon Acrobats



[Lied Center for Performing Arts](#)  
Lincoln NE

**May 6, 2010**

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Human history and cultures become more and more a race between education and catastrophe.  
*H. G. Wells*

Teaching

With the



Successful Teaching and Relevant Strategies

Thursday, June 10  
Friday, June 11

Westridge Middle School-  
Grand Island

guest speaker  
**MK Mueller**

&to  
**Great**



After 300 years ....

Bringing the Pawnee and Arikara  
Together Again



**DANCERS**  
OF  
THE **PLAINS**

FRI/SAT  
**JUNE 18-19**

**Great Platte River Archway-Kearney**  
<http://www.archway.org/>

[www.nebraskamiddlelevelacademy.org](http://www.nebraskamiddlelevelacademy.org) (now open)



Nebraska Middle Level Academy



midlevelacademy

Save the Date!



**7th Annual Hispanic/Latino Summit**  
**"La Raza Cósmica"**

Monday, September 20, 2010

Embassy Suites Omaha - La Vista

Hotel & Conference Center

12520 Westport Parkway

La Vista, NE 68128

Sponsored by :

Nebraska Department of Education in partnership with the Mexican-American Commission

Target Audience: Educators, Community Members, Parents, Students

For more information: [www.latinosummit.org](http://www.latinosummit.org)

Contact: Kelly or Angie 1-800-793-6272 or 402-476-8055

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